

Adapted from *Evaluating Professional Development*, pages 22-29, by Thomas Guskey

| Model | Definitions/Characteristics | Tip for Success |
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| Training | <ul style="list-style-type: none"> ▪ Most efficient and cost-effective model for sharing ideas & information with large groups. ▪ Provides a shared knowledge base and vocabulary ▪ Typically involves a presenter or team of presenters that shares its ideas and expertise through a variety of group-based activities. ▪ Most common form of professional development. ▪ Formats include large group presentations and discussions, workshops, seminars, colloquia, demonstrations, role-playing, simulations, and microteaching. | <ul style="list-style-type: none"> ▪ Ensure that this training will meet needs of group. Conduct surveys and data analysis to ensure focus on material that will make a difference in increasing student achievement. ▪ Group instruction in order to meet different levels of training needs ▪ Effective training generally includes an exploration of theory, demonstrations or modeling of skills, and simulated practice. ▪ Provide additional follow-up activities for feedback and coaching necessary for successful implementation in the workplace/ classroom.. |
| Observation/ Assessment | <ul style="list-style-type: none"> ▪ Provides benefits to both the observer and the one being observed. ▪ Helps break down the isolation of teaching and school administration by having colleagues work together on shared improvement goals. ▪ Uses collegial observation to provide educators with feedback on their performance. ▪ Examples: peer coaching, clinical supervision. | <ul style="list-style-type: none"> ▪ Observations that are well planned, focus on specific issues, and provide follow-up to document improvements are generally the most effective. ▪ Plan on the commitment of significant time for both observer and the one being observed. ▪ Ensure that there is a separation from the observation/assessment for professional development purposes from the formal evaluation process conducted yearly with staff. |
| Improvement in a Development/ Improvement Process | <ul style="list-style-type: none"> ▪ Enhances ability to work collaboratively and share in decision-making. ▪ Increases awareness of other perspectives and skills in group dynamics. ▪ Often has direct relevance to responsibilities. ▪ Occurs when educators are brought together to develop or review a curriculum, design a new program, plan strategies to improve instruction, or solve a particular problem. | <ul style="list-style-type: none"> ▪ Take care to ensure that the small number of staff involved in this process are representational of the larger group of individuals you are targeting for professional development. ▪ Establish ground rules that ensure that all ideas considered must be research –based and must represent knowledge of best practice. In other words, ensure that this process meets the requirements of No Child Left Behind. |

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| | <ul style="list-style-type: none"> Requires participants to acquire new knowledge or skills through reading, research, discussion, and observation. | <ul style="list-style-type: none"> To be effective, participants in this process must have ready access to appropriate information and expertise so that they can make knowledgeable and well-reasoned decisions. School-university partnerships and collaborative relationships, as well as educational cooperatives, are especially useful for this process. |
| Study Group | <ul style="list-style-type: none"> Study groups bring focus and coherence to improvement efforts. Reinforces the idea of schools as learning communities for students and educators alike. Emphasizes the continual and ongoing nature of professional development. Involves the entire staff of school in finding solutions to common problems. Staff members are generally divided into groups of four to six members each then select the activities that they believe will result in the achievement of those goals. Includes conducting personal histories, video/audio self-assessment, journal writing, cognitive coaching, cases, and role-playing. | <ul style="list-style-type: none"> Effective study groups are those that are well organized, focused, and have sufficient time to accomplish their tasks. Ensure that no one individual can “take over” the group discussions while others remain uninvolved. Address the need for full group involvement at the first meeting and establish procedures to ensure this. Establish ground rules that disallow the “I think” comments and encourage the group to use language such as “Research indicates...” |
| Inquiry/Action Research | <p>Most forms of inquiry action research include five steps:</p> <ul style="list-style-type: none"> Helps educators become more reflective practitioners, more systematic problem solvers, and more thoughtful decision makers. Narrows the gap between research and practice. Select a problem or question of collective interest. Collect, organize, and interpret information related to the problem. Study the relevant professional literature and research. | <ul style="list-style-type: none"> Requires significant initiative, commitment, and time. |

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| | <ul style="list-style-type: none"> ▪ Determine possible actions that are likely to achieve commonly valued goals. ▪ Take action and document results. | |
| Individually Guided Activities | <ul style="list-style-type: none"> ▪ Flexibility and opportunities for choice and individualization. ▪ Excellent format for self-analysis, personal reflection, and thoughtful decision-making. ▪ Educators determine their own professional development goals and then select the activities that they believe will result in the achievement of those goals. ▪ Include conducting personal histories, video/audio self-assessment, journal writing, cognitive coaching, cases, and role-playing. | <ul style="list-style-type: none"> ▪ Ensure that “reinventing the wheel” does not take place. Clearly identify what already exists as resources for staff. ▪ This type of model lends itself to individual-level work. Identify times for collaboration. Insist that there is evidence in the activities of professional sharing. ▪ Always re-focus to the shared mission of the organization when evaluating progress on individually guided activities. ▪ Individual professional development portfolios can be used to facilitate learning, improved professional practice, and document results. ▪ Steps must be taken to ensure that selected individual goals are sufficiently challenging, worthwhile, and related to specific improvements in professional practice and enhanced student learning. |
| Mentoring | <ul style="list-style-type: none"> ▪ Offers a highly individualized approach to professional development that can benefit both of the individuals involved. ▪ Typically involves pairing of experienced and highly successful educator with a less experienced colleague. ▪ Regular opportunities are provided for discussions of professional goals, the sharing of ideas and strategies on effective practice, reflection on current methods, on-the-job observations, and tactics for improvement. | <ul style="list-style-type: none"> ▪ Mentoring interactions are most effective when mentors and their less experienced colleagues collaborate on developing the goals and procedures of the mentoring relationship. ▪ Mentoring relationships work best when both the mentor and the colleague have similar professional responsibilities and when both are willing to allocate sufficient time to their work together. ▪ Build in times for a “report-out “ to the larger group, encouraging the broader collaboration and collegial |

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| | | sharing necessary for building-level success. |
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Note: The information contained in this table is adapted from *Evaluating Professional Development* (pp. 22-29), by T. R. Guskey, 2000, United States of America: Corwin Press, Inc.